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ABSTRACT

A study was conducted to compare remedial/developmental programs of study in the community college system of Kansas with those offered by the state's university system for the fiscal year 1985. Study findings included the following: (1) all of the Regents' universities and all of the state's community colleges offered remedial/developmental courses; (2) the heaviest concentrations of remedial/developmental courses for both the universities and community colleges were in the content areas of mathematics, reading, and English; (3) 40% of the remedial students were enrolled in mathematics courses, 33% in English courses, and 19% in reading courses; (4) while in the Regents' system, slightly more remedial students were enrolled in the English content area than other areas, in the community college system the overwhelming number of students were enrolled in the mathematics area; (5) 11,535 university students and 6,748 community college students were enrolled in remedial/developmental courses; (6) enrollment in remedial/developmental courses represented 16% of the total headcount enrollment for the universities and 16% of the enrollment for the community colleges; (7) 63% of the total remedial enrollment was in the universities, while 37% was in the community colleges; (8) remedial/development enrollment generated 40,721 student credit hours; and (9) the average number of students enrolled in remedial/developmental programs varied from 1,922.5 for the universities to 355.2 for the community college system. The bulk of the document consists of a series of data tables. An October 1986 report from the Kansas Legislative Research Department concerning remedial education courses offered by the Regents' institutions and community colleges is appended. (LAL)

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ED 276 474

REMEDIAL/DEVELOPMENTAL PROGRAMS IN KANSAS
INSTITUTIONS OF HIGHER EDUCATION
FISCAL YEAR 1985

A SUPPLEMENTAL REPORT

ISSUED

NOVEMBER 21, 1986

TO

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COMMISSIONER OF EDUCATION

BY

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REMEDIAL/DEVELOPMENTAL PROGRAMS
IN KANSAS INSTITUTIONS OF HIGHER EDUCATION
FISCAL YEAR 1985

THERE ARE NO SECTORS OF LIFE IN OUR SOCIETY UNTOUCHED BY THE REVOLUTION IN TECHNOLOGY WHICH HAS SEEMINGLY OVERTAKEN US. CERTAINLY THE IMPACT OF TECHNOLOGY IS MOST EVIDENT IN THE ECONOMIC SECTOR. OUR BASIC STANDARD OF LIVING, OUR LIVELIHOODS, AND WHAT WE GENERALLY REGARD AS THE QUALITY OF LIFE ARE DIRECTLY AFFECTED BY MODERN TECHNOLOGY-BASED ENTERPRISES. SOCIO-ECONOMIC SURVIVAL IS INCREASINGLY THE PRODUCT OF TECHNOLOGICAL COMPETENCE. THE CONDITIONS OF EMPLOYMENT ARE REQUIRING AN INCREASINGLY HIGH LEVEL OF HIGHER ORDER SKILLS FOR WORKERS. IT IS CRUCIAL FOR WORKERS, AND FOR BUSINESS IN GENERAL, THAT NECESSARY ENTRY LEVEL SKILLS BE POSSESSED AT THE TIME OF EMPLOYMENT.

AS TECHNOLOGICAL IMPERATIVES BECOME MORE EVIDENT, BASIC SKILLS ARE OF GREATER CONCERN. BASIC READING, WRITING, AND COMPUTATIONAL SKILLS BECOME EVEN MORE ESSENTIAL. THIS IS ILLUSTRATED BY THE FACT THAT AS TECHNOLOGY MOVES US FURTHER FROM PRINT AS A PRIMARY MEANS OF COMMUNICATION, THE READING LEVEL REQUIRED TO ACHIEVE EMPLOYMENT INCREASES. IT IS IN THIS CONTEXT THAT INSTITUTIONS OF HIGHER EDUCATION HAVE BECOME INVOLVED IN REMEDIAL/DEVELOPMENTAL EDUCATION. REMEDIAL/DEVELOPMENTAL EDUCATION PROGRAMS HAVE BECOME A MEANS OF PROVIDING THE UNDERPREPARED STUDENT WITH BASIC SKILLS NECESSARY TO DEVELOP THE HIGHER ORDER SKILLS VITAL TO SURVIVAL IN A CHANGING TECHNOLOGICAL SOCIETY.

SOME 97 PERCENT OF AMERICAN COLLEGES AND UNIVERSITIES INDICATE THAT DEFICIENCIES IN BASIC ACADEMIC SKILLS ARE A MAJOR PROBLEM AMONG NEWLY ENROLLED STUDENTS. NATIONALLY, AS MANY AS 50 PERCENT OF NEWLY ENROLLED COMMUNITY COLLEGE STUDENTS ARE ESTIMATED TO LACK SUFFICIENT BASIC SKILLS NECESSARY TO SUCCEED IN COLLEGE. CURRENTLY, 60 MILLION ADULTS ARE EITHER ILLITERATE OR NEARLY SO. IT IS ESTIMATED THAT IN THE NEAR FUTURE 80 TO 100 MILLION ADULTS WILL BE FUNCTIONALLY ILLITERATE. THE U.S. DEPARTMENT OF EDUCATION DATA INDICATES THAT AMONG NATIVE ENGLISH SPEAKING ADULTS IN THEIR

TWENTIES AND THIRTIES, ILLITERACY IS TEN TIMES MORE PREVALENT THAN PREVIOUSLY ESTIMATED, USING TRADITIONAL CRITERIA. IT IS CLEAR THAT BASIC SKILL DEVELOPMENT THROUGH REMEDIAL DEVELOPMENTAL EDUCATION IS VITAL TO THE CONTINUED DEVELOPMENT OF A LITERATE SOCIETY AND A FUNCTIONAL WORK FORCE.

IN MOST STATES COMMUNITY COLLEGES HAVE RESPONDED MORE READILY TO THE NEED FOR SUCH BASIC SKILLS DEVELOPMENT THAN OTHER SEGMENTS OF HIGHER EDUCATION. BASIC SKILL DEVELOPMENT THROUGH REMEDIAL/DEVELOPMENTAL EDUCATION HAS BECOME A MAJOR MISSION OF COMMUNITY COLLEGES. IN SOME STATES, COMMUNITY COLLEGES HAVE BEEN GIVEN THE RESPONSIBILITY FOR REMEDIAL/DEVELOPMENTAL EDUCATION FOR THE ENTIRE SYSTEM OF HIGHER EDUCATION. THE ABILITY OF COMMUNITY COLLEGES TO SUCCESSFULLY ADDRESS BASIC SKILL DEVELOPMENT IS EMBEDDED IN THEIR SMALL CLASSES, DIRECT STUDENT/TEACHER INVOLVEMENT, THEIR PROXIMITY TO POPULATIONS DIRECTLY EXPERIENCING THE NEED, AND THEIR LOW MATRICULATION COST. AS A RESULT OF THE IMPORTANCE OF BASIC SKILLS IN A TECHNOLOGICAL SOCIETY, AND OF THE ROLE OF COMMUNITY COLLEGES IN MEETING THE NEED FOR BASIC SKILL DEVELOPMENT, MUCH ATTENTION HAS BEEN GIVEN TO REMEDIAL/DEVELOPMENTAL EDUCATION IN COMMUNITY COLLEGES.

THIS REPORT COMPARES REMEDIAL/DEVELOPMENTAL PROGRAMS OF STUDY IN THE STATE'S COMMUNITY COLLEGE SYSTEM WITH THOSE OFFERED BY THE STATE'S UNIVERSITY SYSTEM FOR THE FISCAL YEAR 1985. CALCULATIONS INCLUDE DATA ONLY FOR REGENTS' UNIVERSITIES, NOT FOR KANSAS TECHNICAL INSTITUTE. ONLY PROGRAMMATIC DATA ARE AVAILABLE FOR THE UNIVERSITY SYSTEM. BECAUSE OF DIFFERENCES IN FUNDING MECHANISMS FOR THE REGENTS' SYSTEM AND THE COMMUNITY COLLEGE SYSTEM, ALL COST CALCULATIONS ARE ESTIMATES. A SUMMARY OF MAJOR FINDINGS INDICATES THE FOLLOWING.

- ALL OF THE REGENTS' UNIVERSITIES AND ALL OF THE STATE'S COMMUNITY COLLEGES OFFERED REMEDIAL/DEVELOPMENTAL COURSES.
- AS EXPECTED, THE HEAVIEST CONCENTRATIONS OF REMEDIAL/DEVELOPMENTAL COURSES FOR BOTH THE REGENTS' UNIVERSITIES AND THE COMMUNITY COLLEGE SYSTEM WERE IN THE CONTENT AREAS OF MATHEMATICS, READING, AND ENGLISH.

- 40 PERCENT OF THE TOTAL NUMBER OF STUDENTS ENROLLED IN REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE STATE'S SYSTEM OF HIGHER EDUCATION WERE ENROLLED IN THE MATHEMATICS CONTENT AREA, WHILE 33 PERCENT WERE ENROLLED IN THE ENGLISH CONTENT AREA, AND 19 PERCENT WERE ENROLLED IN THE READING CONTENT AREA.
- THERE WAS VARIATION IN THE REMEDIAL/DEVELOPMENTAL CONTENT AREA ENROLLMENT BETWEEN THE REGENTS' SYSTEM AND THE COMMUNITY COLLEGE SYSTEM.
 - IN THE REGENTS' SYSTEM, SLIGHTLY MORE STUDENTS IN REMEDIAL/DEVELOPMENTAL EDUCATION COURSES WERE ENROLLED IN THE ENGLISH CONTENT AREA. 35 PERCENT OF THE TOTAL REGENTS' SYSTEM ENROLLMENT IN REMEDIAL/DEVELOPMENTAL EDUCATION WAS IN THE ENGLISH CONTENT AREA, WHILE 34 PERCENT WAS IN THE MATHEMATICS CONTENT AREA, AND 23 PERCENT WAS IN THE READING CONTENT AREA.
 - IN THE COMMUNITY COLLEGE SYSTEM, THE OVERWHELMING NUMBER OF STUDENTS IN REMEDIAL/DEVELOPMENTAL COURSES WERE ENROLLED IN THE MATHEMATICS CONTENT AREA. 48 PERCENT OF THE TOTAL COMMUNITY COLLEGE SYSTEM ENROLLMENT IN REMEDIAL/DEVELOPMENTAL COURSES WAS IN THE MATHEMATICS CONTENT AREA, WHILE 29 PERCENT WAS IN THE ENGLISH CONTENT AREA, AND 12 PERCENT WAS IN THE READING CONTENT AREA.
- 18,283 STUDENTS IN THE REGENTS' UNIVERSITIES AND THE COMMUNITY COLLEGE SYSTEM WERE ENROLLED IN REMEDIAL/DEVELOPMENTAL PROGRAMS.
 - 11,535 STUDENTS FROM THE REGENTS' UNIVERSITIES WERE ENROLLED IN SUCH COURSES.
 - 6,748 STUDENTS FROM THE COMMUNITY COLLEGE SYSTEM WERE ENROLLED IN SUCH COURSES.
- ENROLLMENT IN REMEDIAL/DEVELOPMENTAL EDUCATION REPRESENTED 16 PERCENT OF THE TOTAL HEADCOUNT ENROLLMENT FOR THE REGENTS' UNIVERSITIES.
- ENROLLMENT IN REMEDIAL/DEVELOPMENTAL EDUCATION REPRESENTED 16 PERCENT OF THE TOTAL HEADCOUNT ENROLLMENT FOR THE COMMUNITY COLLEGE SYSTEM.

- 63 PERCENT OF THE TOTAL REMEDIAL/DEVELOPMENTAL ENROLLMENT FOR THE STATE'S SYSTEM OF HIGHER EDUCATION WAS IN THE REGENTS' UNIVERSITIES, WHILE 37 PERCENT OF SUCH ENROLLMENT WAS IN THE COMMUNITY COLLEGE SYSTEM.
- REMEDIAL DEVELOPMENTAL EDUCATION COURSE ENROLLMENT IN THE REGENTS' UNIVERSITIES AND THE COMMUNITY COLLEGE SYSTEM GENERATED 40,721 STUDENT CREDIT HOURS.
 - 3 PERCENT OF THE TOTAL NUMBER OF STUDENT CREDIT HOURS IN THE REGENTS' UNIVERSITIES WERE GENERATED BY THE REMEDIAL/DEVELOPMENTAL EDUCATION.
 - 5 PERCENT OF THE TOTAL NUMBER OF STUDENT CREDIT HOURS FOR THE COMMUNITY COLLEGE SYSTEM WERE GENERATED BY THE REMEDIAL/DEVELOPMENTAL EDUCATION.
 - 61.4 PERCENT OF THE TOTAL NUMBER OF STUDENT CREDIT HOURS GENERATED BY THE STATE'S REMEDIAL/DEVELOPMENTAL COURSES WERE GENERATED BY REGENTS' UNIVERSITIES.
 - 38.6 PERCENT OF THE TOTAL NUMBER OF STUDENT CREDIT HOURS GENERATED BY THE STATE'S REMEDIAL/DEVELOPMENTAL COURSES WERE GENERATED BY THE COMMUNITY COLLEGE SYSTEM.
- THE AVERAGE NUMBER OF STUDENTS ENROLLED IN REMEDIAL/DEVELOPMENTAL PROGRAMS VARIED FROM 1,922.5 FOR THE REGENTS' UNIVERSITIES TO 355.2 FOR THE COMMUNITY COLLEGE SYSTEM.
 - THE LARGEST REMEDIAL/DEVELOPMENTAL ENROLLMENT AMONG THE REGENTS' UNIVERSITIES WAS 4,535, WHILE THE LARGEST REMEDIAL/DEVELOPMENTAL ENROLLMENT AMONG THE MEMBERS OF THE COMMUNITY COLLEGE SYSTEM WAS 2,599.
 - THE SMALLEST REMEDIAL/DEVELOPMENTAL ENROLLMENT AMONG THE REGENTS' UNIVERSITIES WAS 588, WHILE THE SMALLEST REMEDIAL/DEVELOPMENTAL ENROLLMENT AMONG THE MEMBERS OF THE COMMUNITY COLLEGE SYSTEM WAS 13.

CHART I

SUMMARY OF REMEDIAL/DEVELOPMENTAL PROGRAMS

IN KANSAS INSTITUTIONS OF HIGHER EDUCATION

FISCAL YEAR 1985

INSTITUTIONS OF HIGHER EDUCATION	NUMBER OF R/D STUDENTS	TOTAL HEAD COUNT ENROLLMENT	R/D PERCENT OF TOTAL HEAD COUNT ENROLLMENT	PERCENT TOTAL R/D ENROLLMENT	NUMBER OF R/D STUDENT CREDIT HOURS	TOTAL NUMBER OF STUDENT CREDIT HOURS	R/D PERCENT OF TOTAL NUMBER OF STUDENT CREDIT HOURS	PERCENT OF TOTAL R/D STUDENT CREDIT HOURS
REGENTS' INSTITUTIONS	11,535	72,685	16	63	25,013	814,541	3	61.4
COMMUNITY COLLEGES	6,748	40,917	16	37	15,708	295,940	5	38.6
TOTAL	18,283	113,602	16	100	40,721	1,110,481	4	100.0

CHART 11
COMPARISON OF REMEDIAL/DEVELOPMENTAL PROGRAMS
IN KANSAS INSTITUTIONS OF HIGHER EDUCATION
FISCAL YEAR 1985

INSTITUTIONS OF HIGHER EDUCATION	AVERAGE NUMBER OF STUDENTS ENROLLED IN R/D PROGRAMS	AVERAGE NUMBER OF STUDENT CREDIT HOURS GENERATED BY R/D PROGRAMS	LARGEST R/D ENROLLMENT	SMALLEST R/D ENROLLMENT	LARGEST STUDENT R/D CREDIT HOUR GENERATION	SMALLEST STUDENT R/D CREDIT HOUR GENERATION
REGENTS' INSTITUTIONS	1,922.5	4,168.8	4,535	588	11,643	480
COMMUNITY COLLEGES	355.2	826.7	2,599	13	6,621	34

CHART III

CONTENT AREA DISTRIBUTION
OF REMEDIAL/DEVELOPMENTAL STUDENTS
IN KANSAS INSTITUTIONS OF HIGHER EDUCATION
FISCAL YEAR 1985

	% OF R/D STUDENTS IN MATHEMATICS	% OF R/D STUDENTS IN ENGLISH	% OF R/D STUDENTS IN READING	% OF R/D STUDENTS IN OTHER
REGENTS' INSTITUTIONS	34	35	23	8
COMMUNITY COLLEGES	48	29	12	11
ALL INSTITUTIONS	40	33	19	8

CHART IV

INVENTORY OF REMEDIAL/DEVELOPMENTAL COURSES

OFFERED BY KANSAS COMMUNITY COLLEGES

FISCAL YEAR 1985

COLLEGE	COURSE	CREDIT HOURS	STUDENTS ENROLLED
ALLEN	FUNDAMENTALS OF ALGEBRA	3	13
	FUNDAMENTALS OF MATHEMATICS	3	0
	READING IMPROVEMENT	1-5	0
	STUDY SKILLS	1-5	0
BARTON	BASIC ALGEBRA	3	6
	COLLEGE ARITHMETIC	1	26
	DEVELOPMENTAL ENGLISH SKILLS	3	50
	DEVELOPMENTAL WRITING SKILLS	1	15
	ENGLISH AS A SECOND LANGUAGE	2	2
	FUNDAMENTALS OF MATH	3	77
	READING COMPREHENSION	2	0
	READING IMPROVEMENT	1	4
	READING IMPROVEMENT	3	22
	READING AND STUDY SKILLS	1	0
	SPEED READING	1	5
	SPELLING IMPROVEMENT	1	21
	THINK METRIC	1	0
BUTLER	BASIC ARITHMETIC	1	18
	BASIC MANUAL COMMUNICATIONS	2	7
	COMMON AND DECIMAL FRACTIONS	1	18
	ENGLISH GRAMMAR REVIEW	1	22
	FUNDAMENTALS OF ALGEBRA	3	225
	FUNDAMENTALS OF ENGLISH	3	152
	FUNDAMENTALS OF GEOMETRY	2	1
	MEASUREMENT	1	7
	READING SKILLS I	1	66
	READING SKILLS II	1	22
	SPELLING IMPROVEMENT	1	57
	SPELLING IMPROVEMENT II	1	6
	STUDY SKILLS	1	90
	VOCABULARY DEVELOPMENT	1	54
	VOCABULARY DEVELOPMENT II	1	8
	WRITING SKILLS I	1	70
	WRITING SKILLS II	1	7
CLOUD	ENGLISH COMPOSITION IB	3	39
	GRAMMAR	1	7
	INTERMEDIATE ALGEBRA	3	73
	INTRODUCTORY MATH	3	24
	READING	1	43
	SPELLING	1	73
	VOCABULARY	1	16

CHART IV
INVENTORY OF REMEDIAL/DEVELOPMENTAL COURSES
OFFERED BY KANSAS COMMUNITY COLLEGES
FISCAL YEAR 1985
(CONTINUED)

COLLEGE	COURSE	CREDIT HOURS	STUDENT ENROLLED
COFFEYVILLE	BASIC WRITING WORKSHOP	1	25
	ELEMENTS OF MATH	3	66
	ENGLISH IMPROVEMENT FOR FOREIGN STUDENTS	3	5
	INTERMEDIATE ALGEBRA	3	92
	INTRODUCTORY ALGEBRA	3	126
	READING SKILLS I	3	12
	WRITTEN COMMUNICATIONS 100	3	15
COLBY	ESSENTIALS OF MATH	1-3	0
	FUNDAMENTALS OF WRITING	3	39
	LEARNING SKILLS	1-3	8
	LISTENING AND NOTETAKING	1	0
	READING AND STUDY SKILLS I	3	45
	READING AND STUDY SKILLS II	2-3	0
	SPEED READING	3	6
COWLEY	WRITING LAB	3	31
	BEGINNING ALGEBRA	3	0
	COLLEGE MATH	3	108
	COLLEGE READING SKILLS	1	107
DODGE CITY	BASIC APPLIED MATH	3	4
	COLLEGE READING	2	8
	PREPARATORY ENGLISH COMP	3	2
	SPEED READING	1-3	0
	VOCABULARY DEVELOPMENT	2	0
FORT SCOTT	DEVELOPMENTAL READING	1-4	9
	MATH SKILLS	1-3	227
	STUDY SKILLS	1	34
	UNDERSTANDING THE METRIC SYSTEM	1	0
	WRITING SKILLS	1-2	6
GARDEN CITY	BASIC ENGLISH	3	48
	READING IMPROVEMENT - EXPANDING VOCABULARY	1	22
	READING IMPROVEMENT - PHONICS, SPELLING AND PRONUNCIATION	1	25
	READING IMPROVEMENT - SPEED READING AND COMPREHENSION	1	34

CHART IV

INVENTORY OF REMEDIAL/DEVELOPMENTAL COURSES

OFFERED BY KANSAS COMMUNITY COLLEGES

FISCAL YEAR 1985

(CONTINUED)

COLLEGE	COURSE	CREDIT HOURS	STUDENTS ENROLLED
HIGHLAND	DEVELOPMENTAL READING I	3	10
	DEVELOPMENTAL READING II	3	9
HUTCHINSON	BASIC ALGEBRA	3	319
	BASIC ENGLISH	3	34
	ENGLISH LABS -		
	BASIC VOCABULARY	1	19
	PHONICS, SPELLING & PRON.	1	7
	SPELLING & PUNCTUATION	.5	8
	READING SKILLS	1	41
INDEPENDENCE	BASIC GRAMMAR	2	47
	BASIC MATH I	2	48
	BASIC MATH II	3	84
	BASIC STUDY SKILLS	2	35
	BASIC WRITING	3	17
	READING IMPROVEMENT TECH.	2	30
	REFERENCE SKILLS	1	4
	SPEED READING TECH.	2	44
	SPELLING I	1	41
	SPELLING II	1	9
	VOCABULARY I	1	33
	VOCABULARY II	1	5
JOHNSON	ALGEBRA PREPARATION	1	51
	BASIC MATH REVIEW	1	76
	CHEMISTRY PREPARATION	1	36
	DEVELOPMENTAL READING FOR THE HEARING IMPAIRED	2	4
	DEVELOPMENTAL READING II	3	6
	ENGLISH AS A SECOND LANGUAGE I	3	6
	ENGLISH AS A SECOND LANGUAGE II	3	5
	ENGLISH GRAMMAR REVIEW	1	38
	FUNDAMENTALS OF ENGLISH	3	142
	FUNDAMENTALS OF MATH	3	480
	INDIVIDUALIZED STUDY	1-3	52
	INTRO. TO COLLEGE ALGEBRA	3	821
	INTRODUCTION TO WRITING	3	502
	POWER SPELLING	3	0
	PRACTICAL WRITING	1	13
	READING COMPREHENSION	1-3	48
	READING SKILLS	1	73
	SENTENCE PATTERN SKILLS	1	36
	SPELLING IMPROVEMENT	1	43
	STUDY SKILLS	1	39
	STUDY SKILLS MINI COURSE	1	75
	VOCABULARY DEVELOPMENT	1	53

CHART IV

INVENTORY OF REMEDIAL/DEVELOPMENTAL COURSES

OFFERED BY KANSAS COMMUNITY COLLEGES

FISCAL YEAR 1985

(CONTINUED) .

COLLEGE	COURSE	CREDIT HOURS	STUDENTS ENROLLED
KANSAS CITY	ARITHMETIC FOR COLLEGE STUDENTS	1	33
	BASIC MATHEMATICS	3	101
	BASIC SKILLS	2	222
	DEVELOPMENTAL READING	3	55
	NOTETAKING	1	13
	SPOKEN ENGLISH AS A SECOND LANGUAGE	3	11
	STUDY SKILLS	2	54
	TESTTAKING	1	8
	VOCABULARY DEVELOPMENT	1	19
	WRITTEN ENGLISH AS A SECOND LANGUAGE	5	23
LABETTE	ALGEBRA, BEGINNING	3	57
	FOUNDATIONS OF MATH	1-3	27
	READING IMPROVEMENT	1-3	1
	SPELL/WRITING/VOCABULARY REFRESHER	1-3	33
	STUDY SKILLS	1	10
	VOCABULARY EXPANSION I	1	5
	VOCABULARY EXPANSION II	1	0
NEOSHO	BASIC MATH SKILLS	1	29
	DEVELOPMENTAL READING	2	22
	PRACTICAL ENGLISH	1-3	0
	READING SKILLS	2	8
	WRITING SKILLS	1-3	24
PRATT	COMPUTATIONAL SKILLS	1-3	15
	FUNDAMENTALS OF ENGLISH	3	35
	FUNDAMENTALS OF READING	3	4
SEWARD	DEVELOPMENTAL READING	2	6
	ELEMENTARY ALGEBRA	3	12
	READING IMPROVEMENT	2	28
TOTALS	143 COURSES	259.3-296.3	6748

CHART V

REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 1985

COLLEGE	CONTENT	NUMBER OF STUDENTS	STUDENT CREDIT HOURS	ESTIMATED COST TO STATE	ESTIMATED COST TO STATE PER SCH
ALLEN COUNTY	MATHEMATICS/ALGEBRA	13	39	975.00	25.00
	READING	0	0	- 0 -	
	STUDY SKILLS	0	0	- 0 -	
	TOTAL	13	39	975.00	
BARTON COUNTY	MATHEMATICS/ALGEBRA	109	275	6,875.00	25.00
	READING	31	75	1,875.00	
	ENGLISH	88	190	4,750.00	
	TOTAL	228	540	13,500.00	
BUTLER COUNTY	MATHEMATICS/ALGEBRA	269	720	18,000.00	25.00
	READING	88	88	2,200.00	
	ENGLISH	383	694	17,350.00	
	STUDY SKILLS	90	90	2,250.00	
	TOTAL	830	1592	39,800.00	
CLOUD COUNTY	MATHEMATICS/ALGEBRA	97	291	7,275.00	25.00
	READING	43	43	1,075.00	
	ENGLISH	135	213	5,325.00	
	TOTAL	275	547	13,675.00	
COFFEYVILLE	MATHEMATICS/ALGEBRA	284	852	21,300.00	25.00
	READING	12	36	900.00	
	ENGLISH	45	85	2,125.00	
	TOTAL	341	973	24,325.00	
COLBY	MATHEMATICS/ALGEBRA	0	0	- 0 -	25.00
	READING	51	153	3,825.00	
	ENGLISH	70	210	5,250.00	
	STUDY SKILLS	8	24	600.00	
	TOTAL	129	387	9,675.00	

CHART V
 REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE COMMUNITY COLLEGE SYSTEM
 FISCAL YEAR 1988
 (CONTINUED)

COLLEGE	CONTENT	NUMBER OF STUDENTS	STUDENT CREDIT HOURS	ESTIMATED COST TO STATE	ESTIMATED COST TO STATE PER SCH
COWLEY COUNTY	MATHEMATICS/ALGEBRA	108	324	8,100.00	25.00
	READING	107	107	2,675.00	
	TOTAL	215	431	10,775.00	
DODGE CITY	MATHEMATICS/ALGEBRA	4	12	300.00	25.00
	READING	8	16	400.00	
	ENGLISH	2	6	150.00	
	TOTAL	14	34	850.00	
FORT SCOTT	MATHEMATICS/ALGEBRA	227	329	8,225.00	25.00
	READING	9	18	450.00	
	ENGLISH	6	9	225.00	
	STUDY SKILLS	34	34	850.00	
	TOTAL	276	390	9,750.00	
GARDEN CITY	READING	81	81	2,025.00	25.00
	ENGLISH	48	144	3,600.00	
	TOTAL	129	225	5,625.00	
HIGHLAND	READING	19	57	1,425.00	25.00
	TOTAL	19	57	1,425.00	
HUTCHINSON	MATHEMATICS/ALGEBRA	319	957	23,925.00	25.00
	READING	41	41	1,025.00	
	ENGLISH	68	132	3,300.00	
	TOTAL	428	1130	28,250.00	

CHART V

REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 1985

(CONTINUED)

COLLEGE	CONTENT	NUMBER OF STUDENTS	STUDENT CREDIT HOURS	ESTIMATED COST TO STATE	ESTIMATED COST TO STATE PER SCH
INDEPENDENCE	MATHEMATICS/ALGEBRA	132	348	8,700.00	25.00
	READING	74	148	3,700.00	
	ENGLISH	152	233	5,825.00	
	STUDY SKILLS	39	74	1,850.00	
	TOTAL	397	803	20,075.00	
JOHNSON COUNTY	MATHEMATICS/ALGEBRA	1428	4030	100,750.00	25.00
	READING	131	189	4,725.00	
	ENGLISH	838	2148	53,700.00	
	STUDY SKILLS	202	254	6,350.00	
	TOTAL	2599	6621	165,525.00	
KANSAS CITY	MATHEMATICS/ALGEBRA	134	336	8,400.00	25.00
	READING	55	165	4,125.00	
	ENGLISH	53	167	4,175.00	
	STUDY SKILLS	297	573	14,325.00	
	TOTAL	539	1241	31,025.00	
LABETTE	MATHEMATICS/ALGEBRA	84	229	5,725.00	25.00
	READING	1	3	75.00	
	ENGLISH	38	86	2,150.00	
	STUDY SKILLS	10	10	250.00	
	TOTAL	133	328	8,200.00	
NEOSHO COUNTY	MATHEMATICS/ALGEBRA	29	29	725.00	25.00
	READING	30	60	1,500.00	
	ENGLISH	24	30	750.00	
	TOTAL	83	119	2,975.00	

CHART V

REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE COMMUNITY COLLEGE SYSTEM

FISCAL YEAR 1985
(CONTINUED)

COLLEGE	CONTENT	NUMBER OF STUDENTS	STUDENT CREDIT HOURS	ESTIMATED COST TO STATE	ESTIMATED COST TO STATE PER SCH
PRATT	MATHEMATICS/ALGEBRA	15	30	750.00	25.00
	READING	4	12	300.00	
	ENGLISH	35	105	2,625.00	
		<u> </u>	<u> </u>	<u> </u>	
	TOTAL	54	147	3,675.00	
SEWARD COUNTY	MATHEMATICS/ALGEBRA	12	36	900.00	25.00
	READING	34	68	1,700.00	
		<u> </u>	<u> </u>	<u> </u>	
	TOTAL	46	104	2,600.00	
GRAND TOTAL	ALL REMEDIAL PROGRAMS	6,748	15,708	392,700.00	25.00

CHART VI

REMEDIAL/DEVELOPMENTAL PROGRAMS IN THE REGENTS' SYSTEM

FISCAL YEAR 1985

INSTITUTION	CONTENT AREA	NUMBER OF STUDENTS	STUDENT CREDIT HOURS	● GENERAL USE COST	ESTIMATED GENERAL USE COST TO STATE PER SCH
UNIVERSITY OF KANSAS	MATHEMATICS	1,396	4,188	76,198	9.28
	ENGLISH	164	492	20,722	
	APPLIED ENGLISH CENTER	1,619	7,003	- 0 -	
	STUDENT ASST. CENTER	167	- 0 -	11,477	
	TOTAL	3,346	11,683	108,397	
KANSAS STATE UNIVERSITY	INTERMEDIATE ALGEBRA	795	2,385	32,682	30.62
	DEVELOPMENTAL READ. LAB	123	359	23,420	
	ENGL. FOR INTERNAT. STU.	43	129	11,556	
	SPOKEN ENGL. INTL. STU.	16	48	3,105	
	WRITING LAB	161	322	49,055	
	STUDY SKILLS LAB	634	1,902	38,019	
	TOTAL	1,772	5,155	157,837	
WICHITA STATE UNIVERSITY	MATHEMATICS	846	2,538	84,715	66.56
	READ./STUDY SKILLS CTR.	2,500	- 0 -	170,911	
	INTENSIVE ENGL. CTR.	390	- 0 -	- 0 -	
	SYNTAX, LOGIC, ORGAN.	697	2,091	62,457	
	REDUCING FEAR OF SPEAKING	102	204	3,578	
	TOTAL	4,535	4,833	321,661	
EMPORIA STATE UNIVERSITY	MATHEMATICS	174	522	3,375	29.89
	READING LABORATORY	42	- 0 -	2,012	
	ENGLISH	322	471	21,547	
	INTENSIVE ENGL. PROGRAM	- 0 -	- 0 -	- 0 -	
	WRITING LAB	139	- 0 -	2,750	
	TOTAL	677	993	29,684	
PITTSBURG STATE UNIVERSITY	ELEMENTARY ALGEBRA	14	- 0 -	617	27.01
	INTERMEDIATE ALGEBRA	240	480	6,120	
	READING CENTER	14	- 0 -	3,040	
	ENGLISH FOR INTERNATL. STU.	68	- 0 -	- 0 -	
	WRITING CENTER	252	- 0 -	3,195	
	TOTAL	588	480	12,972	
FORT HAYS STATE UNIVERSITY	MATHEMATICS	498	1,494	28,246	27.70
	ENGLISH	119	375	23,519	
	TOTAL	617	1,869	51,765	
GRAND TOTAL	ALL REMEDIAL PROGRAMS	11,535	25,013	682,316	27.28

● GENERAL USE COST REPRESENTS EXPENDITURES FROM CATEGORIES SUCH AS STATE GENERAL FUND APPROPRIATIONS, TUITION, LAND GRANT FUNDS, AND HOSPITAL REVENUES--AS DISTINCT FROM RESTRICTED USE COSTS WHICH INCLUDE EXPENDITURES FROM CATEGORIES SUCH AS SPECIAL STUDENT CHARGES, GRANTS AND CONTRACTS.

CHART VII

PERCENT OF TOTAL HEADCOUNT ENROLLMENT IN REMEDIAL/DEVELOPMENTAL COURSES
AT REGENTS' INSTITUTIONS
FISCAL YEAR 1985

UNIVERSITY	PERCENT
UNIVERSITY OF KANSAS	14.4
KANSAS STATE UNIVERSITY	10.0
WICHITA STATE UNIVERSITY	27.7
EMPORIA STATE UNIVERSITY	13.2
PITTSBURG STATE UNIVERSITY	11.5
FORT HAYS STATE UNIVERSITY	12.1
OVERALL	15.9

CHART VIII

PERCENT OF TOTAL HEADCOUNT ENROLLMENT IN REMEDIAL/DEVELOPMENTAL COURSES

AT COMMUNITY COLLEGES

FISCAL YEAR 1985

COLLEGE	PERCENT
ALLEN COUNTY COMMUNITY COLLEGE	1.2
BARTON COUNTY COMMUNITY COLLEGE	7.2
BUTLER COUNTY COMMUNITY COLLEGE	23.4
CLOUD COUNTY COMMUNITY COLLEGE	16.2
COFFEYVILLE COMMUNITY COLLEGE	21.3
COLBY COMMUNITY COLLEGE	8.2
COWLEY COUNTY COMMUNITY COLLEGE	11.8
DODGE CITY COMMUNITY COLLEGE	1.1
FORT SCOTT COMMUNITY COLLEGE	21.1
GARDEN CITY COMMUNITY COLLEGE	10.9
HIGHLAND COMMUNITY COLLEGE	1.6
HUTCHINSON COMMUNITY COLLEGE	15.2
INDEPENDENCE COMMUNITY COLLEGE	41.4
JOHNSON COUNTY COMMUNITY COLLEGE	32.4
KANSAS CITY KANSAS COMMUNITY COLLEGE	15.1
LABETTE COMMUNITY COLLEGE	5.3
NEOSHO COUNTY COMMUNITY COLLEGE	8.0
PRATT COMMUNITY COLLEGE	3.7
SEWARD COUNTY COMMUNITY COLLEGE	4.3
OVERALL	16.4

CHART IX

PERCENT OF TOTAL SCH COMPRISED BY REMEDIAL/DEVELOPMENTAL COURSES
AT REGENTS' INSTITUTIONS
FISCAL YEAR 1985

UNIVERSITY	PERCENT
UNIVERSITY OF KANSAS	4.2
KANSAS STATE UNIVERSITY	2.4
WICHITA STATE UNIVERSITY	3.4
EMPORIA STATE UNIVERSITY	1.8
PITTSBURG STATE UNIVERSITY	1.0
FORT HAYS STATE UNIVERSITY	3.4
OVERALL	3.1

CHART X
 PERCENT OF TOTAL SCH COMPRISED BY REMEDIAL/DEVELOPMENTAL COURSES
 AT COMMUNITY COLLEGES
 FISCAL YEAR 1985

COLLEGE	PERCENT
ALLEN COUNTY COMMUNITY COLLEGE	LESS THAN 1.0
BARTON COUNTY COMMUNITY COLLEGE	2.8
BUTLER COUNTY COMMUNITY COLLEGE	6.3
CLOUD COUNTY COMMUNITY COLLEGE	4.4
COFFEYVILLE COMMUNITY COLLEGE	10.0
COLBY COMMUNITY COLLEGE	3.7
COWLEY COUNTY COMMUNITY COLLEGE	3.8
DODGE CITY COMMUNITY COLLEGE	LESS THAN 1.0
FORT SCOTT COMMUNITY COLLEGE	4.0
GARDEN CITY COMMUNITY COLLEGE	2.0
HIGHLAND COMMUNITY COLLEGE	LESS THAN 1.0
HUTCHINSON COMMUNITY COLLEGE	4.7
INDEPENDENCE COMMUNITY COLLEGE	10.4
JOHNSON COUNTY COMMUNITY COLLEGE	11.3
KANSAS CITY KANSAS COMMUNITY COLLEGE	4.4
LABETTE COMMUNITY COLLEGE	3.1
NEOSHO COUNTY COMMUNITY COLLEGE	1.7
PRATT COMMUNITY COLLEGE	1.8
SEWARD COUNTY COMMUNITY COLLEGE	1.4
OVERALL	5.3

CHART XI

PERCENT OF TOTAL FTE ENROLLMENT IN REMEDIAL/DEVELOPMENTAL COURSES

AT REGENTS' INSTITUTIONS

FISCAL YEAR 1985

UNIVERSITY	PERCENT
UNIVERSITY OF KANSAS	1.8
KANSAS STATE UNIVERSITY	1.1
WICHITA STATE UNIVERSITY	1.5
EMPORIA STATE UNIVERSITY	0.8
PITTSBURG STATE UNIVERSITY	0.4
FORT HAYS STATE UNIVERSITY	1.5
OVERALL	1.4

CHART XII

PERCENT OF TOTAL FTE ENROLLMENT IN REMEDIAL/DEVELOPMENTAL COURSES
AT COMMUNITY COLLEGES
FISCAL YEAR 1988

COLLEGE	PERCENT
ALLEN COUNTY COMMUNITY COLLEGE	0.2
BARTON COUNTY COMMUNITY COLLEGE	1.2
BUTLER COUNTY COMMUNITY COLLEGE	2.5
CLOUD COUNTY COMMUNITY COLLEGE	1.7
COFFEYVILLE COMMUNITY COLLEGE	4.1
COLBY COMMUNITY COLLEGE	1.4
COWLEY COUNTY COMMUNITY COLLEGE	1.5
DODGE CITY COMMUNITY COLLEGE	0.1
FORT SCOTT COMMUNITY COLLEGE	1.4
GARDEN CITY COMMUNITY COLLEGE	0.7
HIGHLAND COMMUNITY COLLEGE	0.3
HUTCHINSON COMMUNITY COLLEGE	2.1
INDEPENDENCE COMMUNITY COLLEGE	4.5
JOHNSON COUNTY COMMUNITY COLLEGE	4.4
KANSAS CITY KANSAS COMMUNITY COLLEGE	1.7
LABETTE COMMUNITY COLLEGE	0.8
NEOSHO COUNTY COMMUNITY COLLEGE	0.7
PRATT COMMUNITY COLLEGE	0.5
SEWARD COUNTY COMMUNITY COLLEGE	0.6
OVERALL	2.1

MEMORANDUM

October 14, 1986

TO: Legislative Educational Planning Committee
FROM: Kansas Legislative Research Department
RE: Remedial Education Courses Offered by Regents' Institutions
and Community Colleges

Introduction

In hearings before the Legislative Educational Planning Committee (LEPC) during the 1985 interim, remedial education courses were discussed by representatives of the Board of Education and the Board of Regents. On September 11, 1985, Dr. Stan Koplik, Executive Director of the State Board of Regents, told the Committee that remedial programs had emerged as an item of interest to the Board in its regular review of academic programs. Although remedial programs are not included in the five-year program review cycle, Dr. Koplik said discussions had occurred among Board members and staff about the responsibility of Regents' institutions to provide remedial courses for students. A month later, Dr. Fred Gainous, Assistant Commissioner, State Department of Education, described proposed guidelines that would have limited the number of credit hours a student could receive for remedial work and would have limited the number of hours of remedial work that could be claimed for state aid reimbursement.

Developments in Kansas, as well as an increase in the number of remedial education programs offered nationwide and some controversy as to the proper role of the state in providing and funding these programs, prompted an interest in making this report to the LEPC regarding the extent of present remedial activity in Kansas.

The information in the memorandum pertains to Regents' institutions and community colleges. It was collected during the 1986 Session in response to a specific legislative request and excludes information about Washburn University and the private colleges and universities, even though they offer remedial programs.*

The data for both the Regents' institutions and the community colleges are for the 1984-85 school year. In all cases, the individual institutions were asked to supply information to their respective Boards, which then compiled the information and made it available.

* Washburn University offers remedial courses in English and math. Credits awarded generate state credit hour aid, but do not count as credit toward graduation. Most of the private colleges and universities offer remedial courses for which no, or less than full, credit is awarded.

National Trends

Last fall, the U.S. Department of Education issued a report on remedial courses taken by freshmen.* According to the report, in 1983-84 one-quarter of all college freshmen took at least one course in remedial math. One-fifth of the freshmen took remedial writing and 16 percent took remedial reading.

Moreover, the number of students enrolled in remedial courses had increased since 1978, the greatest increases being for two-year institutions, public colleges and universities, and institutions with open admissions policies.

The survey done by the U.S. Department of Education found that more than 80 percent of the institutions surveyed (public and private two- and four-year institutions) offered at least one course in remedial math, reading, or writing. In addition, more than half of the schools offered "survival" remedial courses such as study skills, decision making, and career planning. One-fifth of the schools offered remedial courses in other academic areas such as science or social studies. Private colleges and universities and schools with selective admission policies were less likely to offer remedial courses than were two-year colleges, public colleges and universities, and institutions with open admission policies.

Approximately 70 percent of the schools surveyed did not award credit toward degree completion for remedial courses.

The U.S. Department of Education report does not speculate about why enrollments in remedial education courses are increasing. Perhaps one reason is that in the last several years, increased attention has been placed upon increasing the "quality" of undergraduate learning by such methods as making entrance requirements more selective, strengthening degree requirements, and establishing grade-level requirements to enter or graduate from selected majors. Contemplating these reforms logically leads to the question of how institutions should respond to those students who fail to meet raised standards. One answer is to provide remedial courses. Another reason could be that, particularly for those schools that offer vocational and technical programs, students graduating from high school may not have the background to begin developing sophisticated skills in technological areas without remedial work.

However, the development of remedial programs has not been without controversy among policy makers. Perhaps because the number of enrollees is increasing and because there is a focus upon strengthening collegiate programs, the responsibility of institutions to offer (and states to pay for) remedial courses is being debated in some states. (Another reason could be the generally hard economic times most states are facing that have made many programs vulnerable to funding cuts.) Debates have occurred in some state legislatures as to whether state funding should be provided for remedial programs offered by

* National Center for Education Statistics Bulletin (85-2116), September, 1985.

public colleges and universities or, if these programs are offered, should they be confined to schools whose missions make it more appropriate that they offer remedial programs. For example, the Arizona Legislature recently considered legislation that would have banned remedial work at the university level. (Remedial work still could be offered by community colleges.)

The Kansas Data

Regents' Institutions. Early in 1986, each of the Regents' institutions provided the Board office with information about remedial programs offered in FY 1985 (summer and fall of 1984 and spring, 1985). "Remedial programs" were defined as "ones which compensate for deficiencies in the basic skills which the typical student acquires as part of his/her high school education." The definition included programs to teach better communications skills to foreign-born students. The information gathered is shown in Table 1.

In FY 1985, there were 11,672 course enrollments in remedial education programs offered by the Regents' institutions. These figures include foreign-born students who enrolled in intensive English programs which are often, but not always, supported by user fees. Aside from the intensive English programs, most of the remedial courses were in the areas of English and math (or algebra) and included English and writing laboratories. Some schools also offered courses for improving students' study skills. The Kansas Technical Institute was the only school found to offer a technical science remedial program.

In most cases, remedial courses offered by Regents' institutions do not count toward graduation. If credit hours are awarded (and, except for some intensive English programs, they usually are), the hours are used as a basis for charging student tuition and are considered part of the students' class load. The programs generating these hours would also be one component of each institution's budget supported from the State General Fund.

Expenditures in FY 1985 of general use funds (money primarily from the State General Fund and from student tuition) totaled \$711,231. An additional amount of \$1,198,190 was spent from restricted use funds, which consisted primarily of user fees paid by students and was almost entirely associated with intensive English programs for foreign-born students.

Community Colleges. The State Board of Education surveyed the community colleges in early 1986 and obtained information about remedial course offerings for FY 1985. Each school was instructed to use its own definition of "remedial programs." A summary of the material gathered is shown in Table 2.

In FY 1985, there were 6,748 course enrollments in community college remedial education offerings. Some of the students were foreign-born taking intensive English courses. Most of the remaining remedial courses offered related to the general categories of reading, math, and writing, with specific offerings at some schools for grammar, spelling, pronunciation, and punctuation. Applied reading and writing laboratories were offered as well as programs intended to improve study skills. Some remedial programs were offered that appeared to be related to particular vocational programs.

According to the State Department of Education, the practice varies among the schools as to whether remedial courses count toward graduation requirements. Remedial programs do generate state aid and the amount paid in credit hour aid (at the old rate of \$25.00 per hour that was effective in FY 1985) for the courses shown in Table 2 is \$392,275. (That amount assumes that all credit hours were eligible for state aid reimbursement.)

BB86-260/CR

TABLE 1

REMEDIAL PROGRAMS OFFERED BY REGENTS' INSTITUTIONS
FY 1985

Institution	Subject Area	Students Enrolled	Credit Hours Generated(a)	Expenditures	
				General Use Funds(b)	Restricted Use Funds(c)
University of Kansas	English	164	492	\$ 20,722	\$ 0
	Mathematics	1,396	4,188	76,198	0
	Applied English Center(d)	1,619	7,003(e)	0	461,740
	Student Assistance Center	167	0	11,477	0
	Total	<u>3,346</u>	<u>11,683</u>	<u>\$ 108,397</u>	<u>\$ 461,740</u>
Kansas State	Intermediate Algebra	795	2,385	32,682	0
	Developmental Reading Lab	123	369	23,420	0
	Study Skills Lab	634	1,902	38,019	0
	Writing Lab	161	322	49,055	0
	English for International Students	43	129	11,556	0
	Spoken English, Inter- national Students	16	48	3,105	0
	Total	<u>1,772</u>	<u>5,155</u>	<u>\$ 157,837</u>	<u>\$ 0</u>
Wichita State	Reducing Fear of Speaking	102	204	3,578	0
	Syntax, Logic, Organization	697	2,091	62,457	0
	Mathematics	846	2,538	84,715	0
	Reading/Study Skills Center	2,500	0	170,911	27,763
	Intensive English Center(d)	390	0	0	548,549
	Total	<u>4,535</u>	<u>4,833</u>	<u>\$ 321,661</u>	<u>\$ 576,312</u>

Institution	Subject Area	Students Enrolled	Credit Hours Generated(a)	Expenditures	
				General Use Funds(b)	Restricted Use Funds(c)
Emporia State	English	322	471	\$ 21,547	\$ 0
	Mathematics	174	522	3,375	0
	Intensive English Program(d)	0	0	0	102,026
	Reading Laboratory	42	0	2,012	0
	Writing Lab	139	0	2,750	0
	Total	<u>677</u>	<u>993</u>	<u>\$ 29,684</u>	<u>\$ 102,026</u>
Pittsburg State	Elementary Algebra	14	0	617	0
	Intermediate Algebra	240	480	6,120	0
	English for International Students	68	0	0	57,352
	Writing Center	252	0	3,195	0
	Reading Center	14	0	3,040	760
	Total	<u>588</u>	<u>480</u>	<u>\$ 12,972</u>	<u>\$ 58,112</u>
Fort Hays State	English	119	375	23,519	0
	Mathematics	498	1,494	28,246	0
	Total	<u>617</u>	<u>1,869</u>	<u>\$ 51,765</u>	<u>\$ 0</u>
Kansas Technical Institute	Technical Mathematics	82	410	21,284	0
	Technical Science	49	49	6,472	0
	Reading Improvement Lab	6	12	1,159	0
	Total	<u>137</u>	<u>471</u>	<u>\$ 28,915</u>	<u>\$ 0</u>

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated(a)</u>	<u>Expenditures</u>	
				<u>General Use Funds(b)</u>	<u>Restricted Use Funds(c)</u>
	Total G.U. Remedial Programs	<u>9,595</u>	<u>18,481</u>	<u>\$ 711,231</u>	<u>\$ 0</u>
	Total R.U. Remedial Programs	<u>2,077</u>	<u>7,003</u>	<u>\$ 0</u>	<u>\$1,198,190</u>
	GRAND TOTAL -- Remedial Programs	<u>11,672</u>	<u>25,484</u>	<u>\$ 711,231</u>	<u>\$1,198,190</u>

- a) In almost all cases, credit hours awarded do not count toward degree completion. The main reason credit hours are awarded is to determine the status of the student (i.e., full-time or part-time) and to provide a basis for assessing student tuition.
- b) General Use Funds are primarily comprised of money from the State General Fund and student tuition.
- c) Restricted Use Funds are primarily comprised of fees paid by students taking the course.
- d) English for foreign-born students.
- e) Although credit hours are awarded, this program is not part of the University's base and does not generate general use revenues.

Source: Kansas State Board of Regents

BB86-260.T1/CR

TABLE 2

REMEDIAL PROGRAMS OFFERED BY COMMUNITY COLLEGES
FY 1985

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Allen County	Fundamentals of Algebra	13	39	
	Total	<u>13</u>	<u>39</u>	\$ 975
Barton County	Speed Reading	5	5	
	Reading Improvement	22	66	
	Spelling Improvement	21	21	
	Developmental English Skills	50	150	
	Developmental Writing Skills	15	15	
	English as a Second Language	2	4	
	Fundamentals of Math	77	231	
	Basic Algebra	6	18	
	College Arithmetic	26	26	
	Reading Improvement	4	4	
	Total	<u>228</u>	<u>540</u>	\$ 13,500
Butler County	Basic Manual Communica- tions	7	14	
	Study Skills	90	90	
	English Grammar Review	22	22	
	Spelling Improvement I and II	63	63	
	Vocabulary Development I and II	62	62	
	Writing Skills I and II	77	77	
	Basic Arithmetic	18	18	
	Reading Skills I and II	88	88	
	Measurement	7	7	
	Common and Decimal Fractions	18	1	
	Fundamentals of English	152	456	
	Fundamentals of Geometry	1	2	
	Fundamentals of Algebra	225	675	
	Total	<u>830</u>	<u>1,575</u>	\$ 39,375

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Cloud County	English Composition	39	117	
	Reading	43	43	
	Vocabulary	16	16	
	Grammar	7	7	
	Spelling	73	73	
	Introductory Math	24	72	
	Intermediate Algebra	73	219	
	Total	<u>275</u>	<u>547</u>	\$ 13,675
Coffeyville	Basic Writing Workshop	25	1	
	English Improvement for Foreign Students	5	15	
	Reading Skills I	12	24	
	Written Communications 100	15	45	
	Elements of Math	66	198	
	Introductory Algebra	126	378	
	Intermediate Algebra	92	276	
	Total	<u>341</u>	<u>973</u>	\$ 24,325
Colby	Learning Skills	8	24	
	Fundamentals of Writing	39	117	
	Reading and Study Skills	45	135	
	Speed Reading	6	18	
	Writing Lab	31	93	
	Total	<u>129</u>	<u>387</u>	\$ 9,675
Cowley County	College Reading Skills	107	107	
	College Math	108	324	
	Total	<u>215</u>	<u>431</u>	\$ 10,775
Dodge City	College Reading	8	16	
	Prepatory English Comp.	2	6	
	Basic Applied Math	4	12	
	Total	<u>14</u>	<u>34</u>	\$ 850
Fort Scott	Developmental Reading	9	18	
	Math Skills	227	329	
	Study Skills	34	34	
	Writing Skills	6	9	
	Total	<u>276</u>	<u>390</u>	\$ 9,750

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Garden City	Phonics, Spelling, and Pronunciation	25	25	
	Expanding Vocabulary	22	22	
	Speed Reading and Comprehension	34	34	
	Basic English	48	144	
	Total	<u>129</u>	<u>225</u>	\$ 5,625
Highland	Developmental Reading I and II	19	57	
	Total	<u>19</u>	<u>57</u>	\$ 1,425
Hutchinson	Basic Algebra	319	957	
	Basic English	34	102	
	Spelling and Punctua- tion Lab	8	4	
	Phonics, Spelling, and Pronunciation Lab	7	7	
	Basic Vocabulary	19	19	
	Reading Skills	41	41	
	Total	<u>428</u>	<u>1,130</u>	\$ 28,250
Independence	Basic Grammar	47	94	
	Basic Study Skills	35	70	
	Reading Improvement Techniques	30	60	
	Reference Skills	4	4	
	Speed Reading Techniques	44	88	
	Spelling I and II	50	90	
	Vocabulary I and II	38	38	
	Basic Math I and II	132	348	
	Basic Writing	17	51	
	Total	<u>397</u>	<u>803</u>	\$ 20,075

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Johnson County	English as a Second Language I and II	11	33	
	Developmental Reading II	6	18	
	Developmental Reading for the Hearing Impaired	4	8	
	Individualized Study (Fashion Merchan- dising Study)	52	104	
	Reading Comprehension	48	90	
	Sentence Pattern Skills	36	36	
	Spelling Improvement	43	43	
	Study Skills	39	39	
	Study Skills Mini Course	75	75	
	Vocabulary Development	53	53	
	English Grammar Review	38	38	
	Introduction to Writing	502	1,506	
	Basic Math Review	76	76	
	Algebra Preparation	51	51	
	Fundamentals of Math	480	1,440	
	Introduction to College Algebra	821	2,463	
	Chemistry Preparation	36	36	
	Reading Skills	73	73	
	Practical Writing	13	13	
	Fundamentals of English	142	426	
	Total	<u>2,599</u>	<u>6,621</u>	\$ 165,525
Kansas City	Basic Skills	222	444	
	Study Skills	54	108	
	Note Taking	13	13	
	Test Taking	8	8	
	Vocabulary Development	19	19	
	Developmental Reading	55	165	
	Arithmetic for College Students	33	33	
	Basic Math	101	303	
	Written English as a Second Language	23	115	
	Spoken English as a Second Language	11	33	
	Total	<u>539</u>	<u>1,241</u>	\$ 31,025
Labette	Foundations of Math	27	58	
	Spelling/Writing/ Vocabulary Refresher	33	81	
	Reading Improvement	1	3	
	Vocabulary Expansion	5	5	
	Study Skills	10	10	
	Beginning Algebra	57	171	
	Total	<u>133</u>	<u>328</u>	\$ 8,200

<u>Institution</u>	<u>Subject Area</u>	<u>Students Enrolled</u>	<u>Credit Hours Generated</u>	<u>State Credit Hour Aid Generated at FY 1985 Rate of \$25.00</u>
Neosho County	Reading Skills	8	16	
	Developmental Reading	22	44	
	Writing Skills	24	30	
	Basic Math Skills	29	29	
	Total	<u>83</u>	<u>119</u>	\$ 2,975
Pratt	Fundamentals of Reading	4	12	
	Fundamentals of English	35	105	
	Computational Skills	15	30	
	Total	<u>54</u>	<u>147</u>	\$ 3,675
Seward	Developmental Reading	6	12	
	Reading Improvement	28	56	
	Elementary Algebra	12	36	
	Total	<u>46</u>	<u>104</u>	\$ 2,600
GRAND TOTAL		6,748	15,691	\$ 392,275

Source: State Department of Education

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